

STRATEGIC SCHOOL PROFILE 2001-02**East Haddam School District****STEVEN M DURHAM, Superintendent**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2001.

COMMUNITY DATA

County: MIDDLESEX	Public School Enrollment as a Percent of Town Population: 16.2%
2000 Population: 8,333	Public School Enrollment as % of Total Student Population: 93.6%
1990-2000 Population Growth: 24.8%	Percent of Adults without a High School Diploma in 1990: 19.0%
1998 Per Capita Income: \$24,081	Adult Education Enrollment in 2000-01 School Year: 14
Number of Public Schools: 3	Number of Adults Receiving Diplomas in 2000-01 School Yr.: 5
Number of Nonpublic Schools: 0	

Education Reference Group (ERG): E ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	7.9	8.2	22.2
	2000-01	7.0	9.0	23.6
% of K-12 Students with Non-English Home Language	2001-02	0.2	1.4	12.8
	1998-99	0.4	1.5	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	94.0	93.1	86.9
	1996-97	91.8	92.2	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	65.4	76.4	75.1
	1996-97	76.9	73.2	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	34.7	28.0	29.1
	1996-97	29.1	26.4	30.2

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total Enrollment	1,371
5-Year Enrollment Change	7.3%
Projected 2006 Enrollment	
Elementary	578
Middle School	501
High School	398
Prekindergarten, Other	30

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	9	0.7
Black	16	1.2
Hispanic	6	0.4
White	1,339	97.7
Total Minority 2001-02	32	2.3
Total Minority 1996-97	40	3.1

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The East Haddam schools are committed to preparing its students for life in the twenty-first century. By its very nature, rural and bounded by the Connecticut River and several state forests, East Haddam acknowledges the need to provide opportunities for its students that will lead to reducing racial, ethnic, and economic isolation. Each of the District's schools are engaged in a number of educational activities that are specifically intended to bring our students together with students from other schools with more diverse student populations. Several East Haddam students attend the Academy of the Arts in Hartford. This cooperative experience has been significant for our students given the make-up of the community. The District's K-12 curriculum is being expanded to provide additional opportunities for our students to develop a greater appreciation for different cultures. Distance learning and on-line opportunities are being expanded to provide additional experiences for our students. A significant amount of time and effort will be devoted to the topic of diversity as a theme within the East Haddam Board of Education's Strategic Plan. Extracurricular activities (e.g. Multicultural Club, Straight From the Heart, etc.) at all levels have been initiated to provide students with additional experiences to develop a deeper understanding of human differences.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



of Certified Staff

Teachers	99.7
Administrators	9.2
Library/Media Staff	3.0
Other Professionals	11.0
% Minority 2001-02	0.0
% Minority 1996-97	1.8
# Non-Certified Instructional	26.5

Average Class Size		District	ERG	State
Grade K	2001-02	14.9	15.9	18.3
	1996-97	20.2	16.6	19.2
Grade 2	2001-02	20.0	18.0	19.6
	1996-97	21.4	19.5	20.5
Grade 5	2001-02	23.8	19.9	21.5
	1996-97	19.0	19.7	21.7
Grade 7	2001-02	21.0	21.3	21.9
	1996-97	20.2	20.9	22.2
High School	2001-02	16.1	18.2	19.9
	1996-97	16.3	18.8	20.5

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.3	13.5	13.7
% with Master's Degree or Above	77.8	78.3	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	23.8	27.0	23.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,006	981	982
Middle School	1,036	1,008	1,009
High School	1,005	1,016	998

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	3.6	3.9	4.4
Students Per Teacher	13.8	13.1	14.0
Teachers Per Administrator	10.8	12.9	13.5

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	35.8	35.7	34.4

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4 Reading	63	66	68	57.9
Writing	75	72	65	61.2
Mathematics	57	70	68	61.0
All Three Tests	47.9	55.3	48.4	42.8
Grade 6 Reading	66	77	73	63.6
Writing	63	71	67	60.0
Mathematics	52	63	66	61.0
All Three Tests	40.6	51.8	49.5	45.4
Grade 8 Reading	66	62	76	66.3
Writing	62	55	63	58.8
Mathematics	59	56	59	55.4
All Three Tests	42.0	41.7	46.5	44.0
Participation Rate	96.3	97.7	97.1	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.


Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines	64	40	47	44.8
Writing Across the Disciplines	57	57	57	51.0
Mathematics	64	48	46	44.1
Science	52	57	49	43.2
All Four Tests	25.8	23.4	23.9	23.7
Participation Rate	90.4	98.7	96.2	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT[®] I: Reasoning Test	Class of 1996	Class of 2001		
	District	District	ERG	State
% of Graduates Tested	89.6	81.1	79.8	77.6
Mathematics: Average Score	512	502	497	503
Mathematics: % Scoring 600 or More	18.3	13.7	16.6	22.1
Verbal: Average Score	525	519	518	502
Verbal: % Scoring 600 or More	18.3	24.7	23.0	20.5

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2001	6.3	8.1	11.2
2000-01 Annual Rate for Grades 9 through 12	2.8	1.8	3.0
1995-96 Annual Rate for Grades 9 through 12	3.2	2.6	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %	
	Pursuing Higher Education	2001	77	85.6	80.0	79.1
		1996	54	80.6	71.2	75.8
	Employed or in Military	2001	13	14.4	18.1	17.1
		1996	12	17.9	25.4	18.7
	Unemployed	2001	0	0.0	0.1	0.7
		1996	0	0.0	0.3	1.4

DISTRICT REVENUES/EXPENDITURES 2000-01

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	All ERG Districts	All Districts
Instructional Staff and Services	\$6,970	\$5,032	\$5,495	\$5,111	\$5,495
Instructional Supplies and Equipment	\$539	\$389	\$247	\$298	\$250
Improvement of Instruction and Educational Media Services	\$320	\$231	\$359	\$246	\$351
Student Support Services	\$637	\$460	\$524	\$516	\$521
Administration and Support Services	\$1,317	\$951	\$938	\$985	\$946
Plant Operation and Maintenance	\$1,348	\$973	\$943	\$807	\$936
Transportation	\$854	\$568	\$417	\$508	\$418
Costs for Students Tuitioned Out	\$565	N/A	N/A	N/A	N/A
Other	\$29	\$21	\$115	\$91	\$112
Total	\$12,579	\$8,972	\$9,261	\$8,901	\$9,228
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,906	\$1,376	\$1,118	\$1,310	\$1,136
Adult Education	\$16	\$1,143	N/A	\$628	\$712

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	66.7	27.3	1.9	4.1
Without School Construction	67.6	25.5	2.1	4.7

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,470	5.3	\$7,130	4.6	\$7,669	4.5
Salaries and Benefits	\$5,738	4.0	\$5,678	3.8	\$6,263	4.2
Supplies	\$582	-7.2	\$420	2.2	\$430	8.3
Equipment	\$219	88.8	\$164	8.6	\$139	7.8
High School						
Total	\$7,670	6.7	\$8,610	N/A	\$8,585	N/A
Salaries and Benefits	\$5,778	4.1	\$6,792	N/A	\$6,873	N/A
Supplies	\$586	-7.0	\$608	N/A	\$511	N/A
Equipment	\$221	88.9	\$244	N/A	\$166	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The East Haddam Public Schools is comprised of three schools: a PK-4 elementary school, a 5-8 middle school, and a 9-12 high school. Budgets for each school are developed by the school principal with significant input from their respective staffs. The building budgets are reviewed by the superintendent and business manager for compliance with the budget parameters. Budget goals for each school, along with the goals for the district, determine the allocation of our financial resources. The goals of the district are embodied in each school's school improvement plan and in the district's strategic plan. The budget is developed to support the educational needs of the East Haddam students to ensure that equal educational opportunity at all levels is the primary concern.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Student performance in most areas of the Connecticut Mastery Tests at grades 4, 6, and 8 have improved steadily over the past six years. Significant improvements have been made in the area of mathematics. School improvement plans have been developed at the elementary and middle school levels which specifically address student performance on the CMT. The district is pleased with the upward trends in student performance in these areas; however, more work needs to be completed in the area of curriculum alignment and curriculum articulation. The East Haddam Board of Education approved a "Plan for Developing a Curriculum in the East Haddam Public Schools" in January 2000. This process is intended to align the East Haddam Curriculum with state and national standards at all levels PK-12. Thus far, the K-12 Language Arts and Mathematics curriculums have been revised according to the standards. Student performance on the CAPT serves as a major point of emphasis for the high school staff. To that end, student performance on the CAPT has improved dramatically. The 2001 results show 66% at or above goal in math, 52% in science, 65% in reading, and 59% in writing. The school improvement plan for Nathan Hale-Ray High School will continue to focus on aligning the instructional program with both the content and the context of the Connecticut Academic Performance Test. A major focus of the East Haddam Board of Education's Strategic Plan is on student achievement. The objectives and strategies of the 2001-2006 Strategic Plan that deal specifically with student performance are:

Student Achievement

1. Students in grades 4, 6, 8, and 10 will achieve mastery on state standardized testing.
 - We will analyze testing results and make necessary instructional revisions.
 - We will align our curriculum to reflect Connecticut State Department of Education standards.
2. Every student will demonstrate mastery of the East Haddam Curriculum.
 - We will establish a curriculum review process to create a curriculum that promotes excellence.
 - We will provide a support system to enable each child to maximize his/her potential.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.